

## Kindergarten – Second Grades First Peoples of Iowa Unit

<u>Subject</u> Name of Lesson	Iowa/Common Core Concepts	Where to Find It <a href="https://www.teachersgoinggreen.com">@TeachersGoingGreen.com:</a>
<b>Mathematics</b>		
<b>Stick Dice</b>	<ul style="list-style-type: none"> <li>• <b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</li> </ul>	<b>Kindergarten Mathematics</b>
<b>Learning to Count w/ the Grandfathers</b>	<ul style="list-style-type: none"> <li>• <b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</li> <li>• <b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</li> </ul>	<b>Kindergarten or First Grade Mathematics</b>
<b>Timeline Math</b>	<ul style="list-style-type: none"> <li>• <b>2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</li> </ul>	<b>Second Grade Mathematics</b>
<b>Science</b>		
<b>Birds, We Need You!</b>	<ul style="list-style-type: none"> <li>• <b>K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</li> </ul>	<b>Kindergarten Science</b>
<b>Archeology of Blood Run</b>	<ul style="list-style-type: none"> <li>• <b>K-ESS3.C Human Impacts on Earth Systems</b> (Disciplinary Core Ideas) Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</li> <li>• <b>K-ETS1.B Developing Possible Solutions</b> (Disciplinary Core Ideas) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to K-ESS3-2)</li> </ul>	<b>Kindergarten Science</b>
<b>Landforms at Blood Run</b>	<ul style="list-style-type: none"> <li>• <b>2-ESS2-2</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.</li> </ul>	<b>Second Grade Science</b>

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<b>Social Studies</b>		
<b>Mapping Neighborhoods, New &amp; Old</b>	<ul style="list-style-type: none"> <li>• <b>SS.K-2.G.1 Geography- Understand the use of geographic tools to locate and analyze information about people, placers, and environments.</b> <ul style="list-style-type: none"> <li>○ Understand representations of the earth such as maps, globes and photographs.</li> <li>○ Understand representations of locales and regions on maps and globes</li> </ul> </li> </ul>	<b>Kindergarten Social Studies</b>
<b>Archeology of Blood Run</b>	<ul style="list-style-type: none"> <li>• <b>SS.K-2.G.2 Understand how geographic and human characteristics create culture and define regions.</b> <ul style="list-style-type: none"> <li>○ Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.).</li> <li>○ Understand the concept of culture.</li> <li>○ Understand ways in which people depend on the physical environment.</li> <li>○ Understand humans impact the environment in positive and negative ways.</li> </ul> </li> </ul>	<b>Kindergarten Science</b>
<b>First People</b>	<ul style="list-style-type: none"> <li>• <b>SS.K-2.H.1 Understand people construct knowledge of the past from multiple and various types of sources.</b> <ul style="list-style-type: none"> <li>○ Understand past, present and future.</li> <li>○ Understand that people in different times and places view the world differently</li> </ul> </li> </ul>	<b>Second Grade Social Studies</b>
<b>Guilds &amp; Communities, Plants &amp; People</b>	<ul style="list-style-type: none"> <li>• <b>SS.K-2.BS.2 Understand all people have individual traits.</b> <ul style="list-style-type: none"> <li>○ Understand that people are alike and different in many ways.</li> <li>○ Understand that individuals will respond to events differently.</li> </ul> </li> </ul>	<b>Second Grade Science</b>

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<b>English Language Arts</b>		
<b>Collective Storytelling</b>	<ul style="list-style-type: none"> <li>• <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</li> <li>• <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</li> <li>• <b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>• <b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</li> </ul>	<b>Kindergarten English Language Arts</b>
<b>Power Animals in Storytelling</b>	<ul style="list-style-type: none"> <li>• <b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> </ul>	<b>First Grade English Language Arts</b>
<b>Earth Circle of Life</b>	<ul style="list-style-type: none"> <li>• <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>	<b>Second Grade English Language Arts</b>
<b>Native American Parfleche</b>	<ul style="list-style-type: none"> <li>• <b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>	<b>Second Grade English Language Arts</b>

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<b>21<sup>st</sup> Century Skills</b>		
<b>Health Memory Game</b>	<ul style="list-style-type: none"> <li>• <b>21.K-2.HL.5 Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.</b> <ul style="list-style-type: none"> <li>○ Achieve and maintain health enhancing level of physical activity.               <ul style="list-style-type: none"> <li>▪ Practice fitness skills.</li> <li>▪ Practice basic health enhancing physical behaviors.</li> </ul> </li> <li>○ Practice preventive health behaviors.               <ul style="list-style-type: none"> <li>▪ Identify stress and stress relievers.</li> <li>▪ Identify risk behaviors and practice healthy choices.</li> <li>▪ Identify healthy foods.</li> <li>▪ Identify behaviors that contribute to total wellness for individuals, families and communities.</li> </ul> </li> </ul> </li> </ul>	<p style="text-align: center;"><b>Kindergarten 21<sup>st</sup> Century Skills</b></p>
<b>Blood Run Mounds, Technology &amp; Archeology</b>	<ul style="list-style-type: none"> <li>• <b>21.K-2.TL.1 Use technology to create projects, identify patterns, and make predictions.</b> <ul style="list-style-type: none"> <li>○ Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance.</li> </ul> </li> <li>• <b>21.K-2.TL.1 Use technology to create projects, identify patterns, and make predictions.</b> <ul style="list-style-type: none"> <li>○ Participate in learning activities with or about learners from other countries and/or cultures.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Kindergarten 21<sup>st</sup> Century Skills</b></p>
<b>The Giving Trees</b>	<ul style="list-style-type: none"> <li>• <b>SS.K-2.PSCL.2 Understand how government affects citizens and how citizens affect government.</b> <ul style="list-style-type: none"> <li>○ Understand the characteristics of a good leader.</li> <li>○ Understand respect for other’s point of view.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Second Grade 21<sup>st</sup> Century Skills</b></p>